

**THE INFLUENCE OF USING PROBLEM BASED LEARNING
TOWARDS STUDENTS WRITING ABILITY ON
ANALYTICAL EXPOSITION TEXT**



**A Thesis
Submitted as Partial Fulfillment of the Requirements for S1-
Degree**

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2021**

ABSTRACT

THE INFLUENCE OF USING PROBLEM BASED LEARNING TOWARDS STUDENTS WRITING ABILITY ON ANALYTICAL EXPOSITION TEXT

By :
Hesti Sukma Wati

The purpose of this research was to know whether there was a significant influence of using Problem Based Learning Towards Students Writing Ability on Analytical Exposition Text at the second semester at the eleventh grade of SMAN 8 Bandar Lampung. Writing analytical exposition text was usually used to introduced the ideas and delivered the important actual issues to audience which need analyzing. Aside from introducing the ideas, the purpose of analytical exposition text was to persude the readers to think of something and also could be able to share the ideas or opinions in the text

The research methodology used pre-experimental design, the type of group pre-test and post-test. The researcher took the sample by used cluster random sampling, the sample was X1 IPA 1 as an experimental Class, consisted of 32 students. The instrument was writing form for pre-test and post-test were conducuted to find out students' analytical exposition text writing ability after the treatment the data was analyzed by SPSS

After gived post-test the research was using analyzed the data used paired sample test. The significant influence could be seen from the result paired sample test where T_{observed} was 17.056 and T_{table} was 2.042. it means, T_{observed} was higher than T_{table} shown by $17.056 \geq 2.042$. So, H_0 was rejected and H_a was accepted. It means there was influence of using problem based learning towards students writing ability on analytical exposition text .

Keywords : *Analytical Exposition Text, PBL Method, Writing Ability, Pre-experimental one group pre-test, post-test.*

DECLARATION

I am a student of English Education Study Program with the identify below :

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Title of the thesis : The Influence of Using Problem Based Learning Towards Students Writing Ability on Analytical Exposition Text.

I hereby declared that this thesis is my own work. All the opinions in this thesis have been quoted of paraphrased in accordance with proper ethics and I am very responsible for the contents of this thesis.

Bandar Lampung, 11 November 2021

Declared by



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MOTTO

وَقُلْ أَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ
الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ﴿١٠٥﴾

“And say, Work you, then Allah will see your work, as well as His Messenger and the believers, and you will be returned to (Allah) Who Knows the Unseen and the Real, then He approaches you what you have done. do it.”¹ (At-Taubah:105)



¹Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Beltsville: Amana Publications, 2004), P.105

DEDICATION

This thesis is dedicated to everyone who support and love me. I would like to dedicate this thesis to :

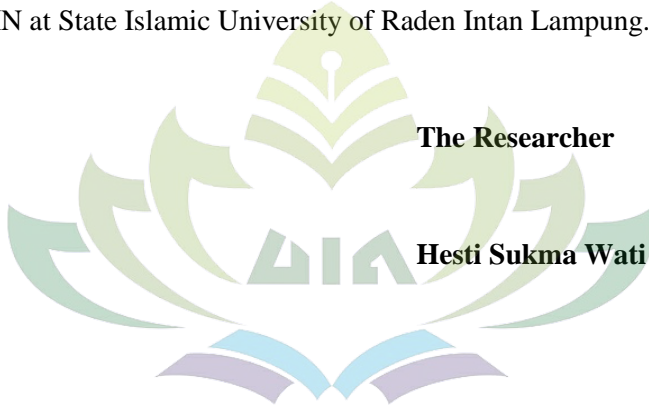
1. My beloved father and mother (Mr. Sukmadi and Mrs. Sutinem) who love, care, support and also pray for me all the time. May allah bless you with all the happiness.
2. My beloved brother and sister (Dedi Saputra, Retno Salsa Bila, Deby Youlanda) thank you for supporting and taking care for me.
3. My beloved almamater UIN Raden Intan Lampung and all the lectures of English Education Study Program. Thank you for giving me the opportunity to learn and having an amazing experience.



CURRICULUM VITAE

Hesti Sukma Wati was born on September 11, 1999 in Bandar Lampung. Hesti is the second child of the couple Mr. Sukmadi and Mrs. Sutinem. She has one brother, Dedi Saputra and one sister, Retno Salsa Bila.

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Bandar Lampung, 11 November 2021

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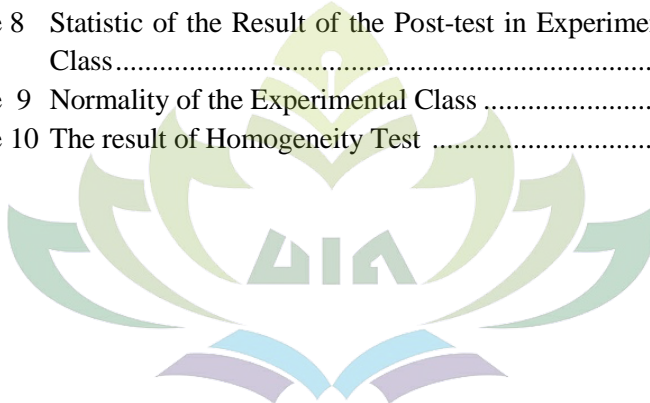
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an activity to create notes or information using tools such as paper, pen, or pencil media. As a measure of academic achievement, writing has become important in academia. Students try to gain more influence over developing the ability to write in English, but writing is included as one of the productive abilities that require written words and involves a complex process.

According to Harmer writing is a way to give off language and express ideas, feelings, and opinions through lettering.¹ It means that students can search for a lot of information such as references in writing to be able to think critically in finding for understandable language so that writing can be easily develop.

According to Siahaan's theory, "writing ability is the skill of a writer to communicate information to a reader or readers".² It means that, writing ability is expressing the ideas, but also the ability in understanding the grammatical structures, idioms, and vocabulary when expressing the ideas themselves

According to Tribble, writing ability in Analytical exposition text is one of skill in English have to be mastered. On other hand, writing is a language skill that is difficult to acquire..³ It means that writing ability in analytical exposition text is not easy so that the writing ability must be trained step by step.

the preliminary research that was conducted at SMAN 8 Bandar Lampung. The researcher conducted an interview with an English teacher there. The English teacher's name is Anita Yuliastanti. She said that eleventh-grade students of the school have a problem with

¹ Jeremy Harmer, *How to Teach Writing* (London: Pearson Education Limited, 2004), p.31

² Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2

³ Christopher Tribble, *Language Teaching Writing*, Op.Cit., p.3

writing skills. The students' had a lack of vocabulary, confused to understand the generic structure in the text, hence the students difficult to develop the main idea.⁴ Table 1 showed that the students' writing score which the researcher obtained from the English Teacher.

Table 1
The Students' writing Score in The second Semester of The
eleventh Grade at SMAN 8 Bandar Lampung in 2019/2020
Academic Year

No	Class	Students' Score		Number of Students
		< 72	≥ 72	
1	XI MIPA 1	19	13	32
2	XI MIPA 2	21	11	32
3	XI MIPA 3	22	10	32
4	XI MIPA 4	21	11	32
5	XI MIPA 5	23	9	32
Total		160	54	160
Percentage		66.25%	33.75%	100%

Regarding to table 1.1, The result showed that the students got a bad score because their score is under the standard score. The English teacher at SMA Negeri 8 Bandar Lampung said that the criteria of minimum mastery (KKM) score for English subjects at

⁴Anita Yulianti, *Interview with the English Teacher of SMA Negeri 8 Bandar Lampung*, Oktober 9th, 2020, Unpublished.

the school are 72. There are 160 students in all science classes. From the table, there are 160 students (66.25%) who got a score under 72 and 54 students (33.75%) got score more than 72. It is showed that most of the students are facing difficulties in mastering English.

Therefore, the researcher conducted an interview with the students, the students of eleventh grade still had a problem in learning English, especially in writing. The students' problems were they got difficulties in starting to write because many students had lack of vocabulary for their writing, and the students less motivation to learn English because the technique that the teacher used is monotonous in which technique that teacher used is free writing.⁵ The students always follow the teacher's rules. The teacher never gives students the opportunity to be active in the class. The teacher asks the students to write something based on the topic given, besides that the teacher rarely provides guidance for looking at the problems with analytical exposition text.

From the phenomenon above, The researcher will use PBL method in learning processs of writing analytical exposition text. Problem Based Learning (PBL) is an instructional method in which students learn through facilitated problem solving. In Problem Based Learning students learning centers on a complex problem that does not have a single correct answer. Students work in collarobative group or independtly to identify what they need to learn in order to solve a problem.⁶ It means that Problem Based Learning makes the students be active in the class, and can help the students to critically thinking about their writing, especially analytical exposition text.

As well, there were several previous research on using PBL. The first previous research conducted by Pratama about “ Problem Based Learning in Teaching Writing Hortatory Text To

⁵ The Students Interview at the Eleventh Grade of SMA Negeri 8 Bandar Lampung Oktober 10th, 2020, Unpublished.

⁶ I Wayan Dasna dan Sutrisno, *Pembelajaran Berbasis Masalah (Problem Based Learning)*, Accesed on September 10th, 2015.

Eleventh Graders “.⁷ The result of him research that used descriptive qualitative research method with research instruments field note and student’s writing result. This result is purposed to describe : the implementation of problem based learning in teaching writing hortatory exposition text and the students writing hortatory exposition text toward the implementation of problem based learning method.

The second previous research conducted by Ghufon about “The Strengths And Weakness of Cooperative Learning And Problem Based Learning In EFL Writing Class : Teacher And Student’s Perspectives“.⁸ This result used study employed a case study method. The respondents were chosen based on purposes sampling technique.

The Third previous research conducted by Siti Pitrianti about “The Implementation of Problem Based Learning in Writing Discussion Text on Indonesia Language Learning”.⁹ This result used quasi experimental method of design pretest-posttest control group design.

From the third previous research above, all of them used the same method namely Problem Based Learning. However they are different, First previous research by Pratama used descriptive qualitative research method, The second previous research by Ghufon used employed a case study method, The third previous research by Siti used quasi experimental method of design pretest-posttest control group design. All researcher used PBL method in their research, and the researcher used one group pretest and posttest pre-experimental design, and then the researcher used

⁷Andrian Mochammad Pratama, *Problem Based Learning in Teaching Writing Hortatory Text To Eleventh Graders*, Retain, Vol,6, No.1, 2018,112-121.

⁸Ali Ghufon Mukti,Siti Ermawati, *The Strengths And Weakness of Cooperative Learning And Problem Based Learning In EFL Writing Class : Teacher And Student’s Perspective*, International of journal of instruction e-ISSN:1308-1470,www.e.iji.net,Vol 11, October 2018.

⁹ Pitrianti Siti, *The Implementation of Problem Based Learning in Writing Discussion Text on Indonesia Language Learning*, IJAEDU- International E-Journal of Advances in Education, Vo:. III, Issue 9, Desember 2017

cluster random sampling to collect the sample from the study community.

The researcher will use problem-based learning method in teaching writing. Because problem-based learning is a good method on process learning for improving English lessons, especially writing ability. Afterward, Problem based learning as a method often provides students and instructors with several advantages. The researcher will conduct the research by finding out “The Influence of Using problem-based learning Method Towards Students’ writing ability on analytical at the eleventh grade of SMAN 8 Bandar Lampung at second Semester in the Academic Year of 2020/2021”.

B. Identification of the problem

The Identification of the problem on these research are as follow :

1. The students’ had lack of vocabulary
2. The students are difficult to develop main idea, confused to understand the generic structure in the text.
3. The students less of motivation to learn English because the technique that the teacher used is monotonous

C. Limitation of the Problem

To avoid misunderstanding, the limits of study in order to make it more detail and focus, the researcher will focuss on the influence of using problem based learning towards students writing ability on analytical exposition text at the eleventh grade of Second Semester at SMAN 8 Bandar Lampung in the academic year of 2020/2021.

D. Formulation of the Problem

The problem could be formulated as follow :

Is there any the influence of using problem based learning towards students writing ability on analytical exposition text at the

eleventh grade of SMAN 8 Bandar Lampung in the academic year of 2020/2021?

E. The Objective of the Research

The objective of the research is to know the influence of using problem based learning towards students writing ability on analytical exposition text at the eleventh grade of SMAN 8 Bandar Lampung in the academic year of 2020/2021.

F. Significances of the research

There were significances that can be acquired from this research:

1. Theoretically

It might support that problem based learning method can be applied to writing ability especially in analytical exposition text.

2. Practically

a) Teacher

- Give information to the English teacher by using various method in teaching learning process, so the goal of learning can be achieved and the students can increase their ability through problem based learning technique.

b) The Students

- The students can interested and get motivation in learning English writing ability
- Through the research, the students can improve their writing ability on analytical exposition text score.

c) Other Researcher

- The result of the study can be use as a reference for other researcher

- The others researcher can give more attention and inspire another researcher's role model to make the result.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the eleventh grade of SMAN 8 Bandar Lampung

2. Object of the Research

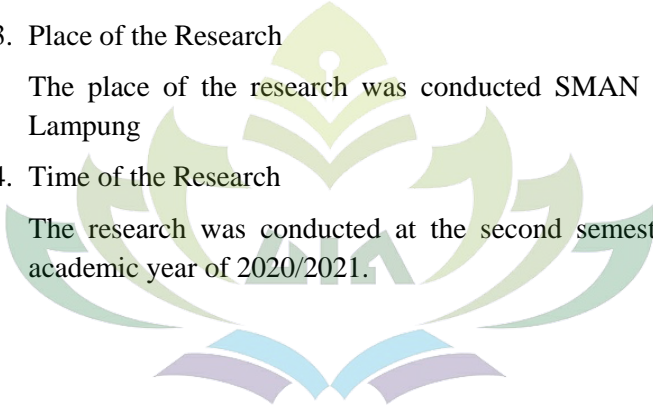
The object of the research was student's writing analytical exposition text

3. Place of the Research

The place of the research was conducted SMAN 8 Bandar Lampung

4. Time of the Research

The research was conducted at the second semester in the academic year of 2020/2021.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

Writing skill is one of the productive skills that must be mastered in a language. Writing skill is very important to improving communicative competence in language learning. Students learn and acquire both spoken and spoken language so that they can improve their competence.

According to Harmer writing is a way to give off language and express ideas, feelings, and opinions through lettering.¹⁰ According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge.¹¹ Heaton stated that writing is the ability to use structure. Writing refers to the skill of using graphic symbol which have to be arranged to certain conversation.¹²

From the explanation above, the students can search for a lot of information such as references in writing to be able to think critically in finding understandable language so that writing can be easily developed, and writing will convey feelings and ideas that will explain many things about the writer, such as how to think, intelligence, problem-solving, and others.

B. Definition of Writing Ability

Writing is described as a difficult skill because there are some aspects include in written work. In writing, the researcher not only focuses on expressing ideas but also the writer must understand about language aspects. Raimes said that writing also

¹⁰ Jeremy Harmer, *How to Teach Writing* (London: Pearson Education Limited, 2004), p.31.

¹¹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3 .

¹² L.R. Heaton, (1989), *Educational Research: Competencies fo analysis and Aplication*, (Ohio Colombus: Merrill), p. 135.

reinforces the grammatical structures, idioms, and vocabulary.¹³ Thus, writing ability is to express idea that researcher will use knowledge of grammatical structures and vocabulary to express the idea in written form.

Writing is not a short activity. It needs some processes to create written work. Yi said that writing ability as the ability to initiate and involve ideas then use certain revising and editing practices to develop them maturity in a given context.¹⁴

From those theories, it can be concluded that the students should pay attention to their writing ability if they want to produce good written work. To know students' writing ability, the teacher should make a decision on what kind of aspect or indicator will be used to measure and evaluate students' writing ability.

On the other sides, there are five aspects to evaluate the writing by Tribble, among them namely: content, organization, vocabulary, language and mechanic.

a. Content

Content is about the ideas that used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, the ideas is detail or not, and the students use much varieties of ideas or not.

b. Organization

This aspect considers how the students can organize their ideas, it is related to coherence and cohesion.

c. Vocabulary

This aspect describes that how the students choose the word/idiom and whether the students use many vocabularies or not.

¹³ Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), P.3

¹⁴ Jyi-Yeon Yi, " Defining Writing Ability for Classroom writing Assessment in High Schools" *Journal of Pan-Pacific of Applied Linguistics*, Vol.13, No 1, 2009, P. 60

d. Language

This aspect describes about grammar and structure such as: agreement, tense, number, word order, articles, pronoun, and prepositions.

e. Mechanic

This aspect is related to use spelling, punctuation, capitalization, and layout correctly.¹⁵

Based on the statement above, writing ability to organize about what you think and what you want to say using words to convey the feeling of ideas and knowledge or imagination in the form of written text based on five aspects to assess the writing ability of students. They are material, organization, vocabulary, mechanics, and language.

C. Process of Writing

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports or novels), and the medium it is written in (pen, and paper, computer word files, live chat, etc.).¹⁶ It means that, writing process is how to step for the researcher if researcher want to write their writing. The process of writing give an influence to the content their writing. According to Harmer, there are some stages of writing, there are :

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes

¹⁵ Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), P.130

¹⁶ Jeremy, Harmer. *The practice of English Language Teaching*. (Cambridge: Cambridge University Press, 1991), p.78

b) Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

c) Editing (reflecting and revising)

Once writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction.

d) Final Version

Once writers have edited draft, making the changes they consider to be necessary, they produce their final revision.¹⁷

Based on the explanation about the writing process, we know that writing process has four stages that must be attended to in writing. The first step is planning before we write down what there are in our mind, plan the storyline avoid wasting words, after that we have come to the drafting process, write what you want to write. Write the information which is related to the topic. And the editing is the process where we will revise our draft, change, rearrange, even add or delete what is wrong. The last is the final version where all the process has finished and went publishing.

D. Concept of The Text

1. Definition of the text

The text refers to any written record of a communicative event. The event itself may involve oral language or written language. The text consists of more than one sentence combine to form a meaningful which that conveys a complete message. As Klarer states that the word 'text' is related to 'textile' and can be

¹⁷ Jeremy Harmer, How to teach writing, (New York : Longman, 2009), P.

translate 'fabric' just as single threads from a fabric, so words and sentences from a meaningful and coherent text.¹⁸ It means that the text is coherent for the reader and language is considered meaningful, it is a discourse.

2. Kind of the text

According to Djuharie, there are many kinds of texts that are descriptive, narrative, report, recount, explanation, hortatory exposition, review, spoof, anecdote, news item, analytical exposition and procedure text.¹⁹ It means there are many texts that the students must know.

a. Descriptive text

Pardiyono states that descriptive writing is a type of writing to describe living and non-living things to reader.²⁰ Thus, descriptive writing is a kind of writing that describe the readers about living and non-living so that the readers can imagine it.

b. Report text

Report text is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something. Report text usually found or presented in journals, diary, personal letter, or biography. The organization of report text as follows:

- 1) General classification, it introduces the topic of the report, general declaration of the report and the classification.

¹⁸ Ario Clarer. *An Introduction to Literary Studies*. (New York: Bantam Books), 1991. p.1.

¹⁹ Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009) p. 153

²⁰ Pardiyono, *Pasti bisa, Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 33

- 2) Description, it gives the information about characteristic of the topic.²¹

c. Procedure text

Anderson and Anderson say that a procedure is a piece of text that tells how to do something.²² It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

d. Narrative text

Rebecca says a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.²³ writing narrative is really just putting what happen to somebody on paper.²⁴ Based on several definitions narrative text is a story complication or problematic events and it tries to find the resolutions to solve the problems.

e. Recount text

Recount is a kind of genre used to retell events for the purpose of informing or entertaining.²⁵ Thus, recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener.

f. Hortatory Exposition

The purpose of hortatory exposition text is persuade the readers or listeners that something should or should not be the case.²⁶

²¹ Otong Setiawan Djuharie, Op. Cit., p.154

²² Mark Anderson and Kathy Anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1

²³ J.L Rebecca, *A Critical Handbook of Children's Literature*, (Massachusset: Pearson Education Inc, 2003), p.56

²⁴ Widiawati, S, *Pembelajaran dan Evaluasi Writing*, (Jakarta: Departemen Pendidikan and Kebudayaan Direktorat Jenderal Pendidikan Tinggi, 2003), p. 18

²⁵ Hartono, Rudi, *Genres of Text*, (Semarang: Unnes, 2005), p.6

²⁶ Otong Setiawan Djuharie, Op .Cit., p.19

g. Review text

The social function of review text is to give a critique an art work.

h. Spoof text

According to Jonathan spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.²⁷ It can be assumed that spoof to tell an event with a humorous twist and entertain the readers.

i. Anecdote

Anecdote is such a recount text, that is report an event or experience, but in the end of the story, it has funniest case.²⁸

j. News item

News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about events of the day that are considered newsworthy or important.²⁹ Thus, news item is inform the readers, listeners of viewers about event of the day which are considered news worthy or important.

k. Analytical exposition text

Analytical exposition text is a text that elaborates the researcher idea about the phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to

²⁷ Jonathan, Spoof, available at: [http:// www.spooftext.com/2009/01/private-conversation.html](http://www.spooftext.com/2009/01/private-conversation.html). Accessed on (May 4, 2017)

²⁸ Otong Setiawan Djuharie, Op.Cit., p.22

²⁹ Adrian Santoso, News Item Text, available at <https://prezi.com/m/cm0j5l5gqasr/news-itemtext/>. Accessed on (May 4, 2017)

persuade the reader that this opinion is correct and supported by arguments.³⁰

Social function of it is to give the readers an argument or opinion from researcher about the topic. The organization of it as follows:

- 1) Thesis, it usually includes a preview argument or opinion.
- 2) Arguments, it consist of a point and elaborate sequence.
- 3) Reiteration, testate the position more forcefully.³¹

In this research, the researcher will focus on the Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding it. It can be said that while having text, the researcher's opinion is involved. In addition, the Analytical Exposition text includes in the syllabus at the second semester of the eleventh grade.

3. Definition of Analytical exposition text

According to Dirgeyasa in his book writing A Genre Based Perspektive, the analytical exposition text is a part of exposition in general. As it is commonly known the word exposition is sometimes interchangeably use with persuasive writing. This genre will often involve the writer comparing opposite point of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.³² In addition, analytical exposition text is one of argumentative text which presents some supporting idea on why certain writer's opinion is important.

³⁰ Muhammad Abrar Zahoor, Fakhar Bilal, Marxist Historiography: *An Analytical Exposition of Major Themes and Premis*, (London: W.W. Norton Company, 1978), p. 220

³¹ Ibid, p.221

³² I Wy. Dirgeyasa, *Writing A Genre Based Perspektive*, (Jakarta : Kencana, 2016, P.130

Analytical Exposition text is one of the texts that should be comprehended by the students in senior high school based on the curriculum 13. An analytical exposition text is usually used to introduce the ideas and deliver the important actual issues to audience which needs analyzing. Aside from introducing the ideas, the purposes of analytical exposition text is to persuade the readers to think of something and also be able to share the ideas or opinions in the text. In accordance to Anderson and Anderson theory, “ analytical exposition text is a type that is intended to persuade the readers that something should be in the case”.³³ It means that Analytical exposition text is a form of text where the researcher can convey the views or ideas in order to convince the readers or listeners that something is necessary to examine or illustrate the cause and effect of the surrounding phenomena.

a. Generic Structure of Analytical Exposition Text

Gerot and Wignel reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

1. Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

2. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

3. Reiteration

This is the last part of analytical exposition text. Reiteration contains restatement of the main idea on the

³³Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty, Ltd, 1997), P.2-3

first paragraph. It is also called as a conclusion of the whole text.³⁴

From the above statement, the text structure of the analytical exposition text contains a thesis, argument, and reiteration. Where the researcher introduces the topic or main idea to be discussed and presents the researcher argument or opinion

b. Grammatical Feature of Analytical Exposition Text

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of text is recognized. The features are served in different ways. In short description, Gerot and Wignell state that significant grammatical features of analytical exposition text are as follows :

1. Focus on generic human and non-human participants
2. Use of simple present tense
3. Use of relational process
4. Use of internal conjunction to stage argument
5. Reasoning through causal conjunction or normalization.³⁵

Based on the statement above, analytic exposition text is a type of text that draws the ideas of the researcher about a specific case and attempts to invite the reader to agree with the idea proposed.

c. Language Feature of Analytical Exposition Text

An analytical exposition text also has several language features that are commonly used for the writing of the text. These language features are usually called lexicogrammatical features. Exemplified by Garrot and Wignell, "the significant lexicogrammatical features are used in analytical exposition text are focus on generic human and non-human participants, using simple present tense, use of process such as to be (is, am,

³⁴ I Wy. Dirgeyasa, *Writing A Genre Based Perspektive*, (Jakarta : Kencana, 2016, P.197-198

³⁵ Ibid., p.198

are) and (has,have), using internal conjunction to stage the arguments (firstly,secondy,finnaly), and reasoning through casual conjunction or normalization (usually indicates reason and effect) For Example : thus, for, the reason, etc.³⁶

In conclusion, where students need to understand the language of the analytical exposition text. In addition, each text in writing has a certain linguistic pattern, the pattern can be in the form of tenses, even conjunctions for some parts of the argument such as the first, third, etc. In conclusion, although the arguments are summarized or adapted, they can be used as a whole.



³⁶Linda Gerrot and Peter Wignell in Journal of Selvia Roza, Welya Roza, Khairul Harsha, *Teaching Writing Analytical Exposition Text to Senior High School Students by Using Lottery Game* (English Department, The Faculty of Teacher Training and Education of Bung Hatta University, Vol 3, No.6, 2014), P. 5-6

d. The Example of Analytical Exposition Text

The Importance of Breakfast

Thesis

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dine like a Pauper” It’s a well known phrase, but do you follow it?

Argument

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast –that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Argument

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Re-iteration

Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcs per day, and girls aged 7-10 years should consume approximately 1740 kcs.

(source:<http://www.shakeupyourwakeup.com/why-is-breakfast-important>)

E. Concept of Problem Based Learning Method

An approach is a theory about language learning or even a philosophy of how people learn in general. Approaches are fuzzy and hard to define because they are broad in nature. The Examples of approach are communicative approach, Natural approach, Scientific Approach. Lexical approach.³⁷

A technique is a single activity that comes from a procedure. Anyone of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques. The examples of technique are Role play, Oral repetition, Summarizing, Discussion, Reading aloud.³⁸

The method is a way of teaching a language which is based on systematic principles and procedure. The examples of methods are Audio Lingual Method, Direct Method, Grammar Translation Method, Situational Language teaching, Cognitive code learning, Total Physical method, Silent way, Suggestopedia, Communicative language teaching, Project based learning, and problem based learning.³⁹ In this research, the researcher will focus problem based- learning method which is suitable for writing ability on analytical exposition text.

1. Definition of Problem Based Learning Method

Problem Based Learning (PBL) is an instructional method in which students learn through facilitated problem solving. In Problem Based Learning student learning centers on a complex problem that does not have a single correct answer. Students work in collaborative groups to identify what they need to learn in order to solve a problems.⁴⁰

³⁷ Larry Ferlazzo, *The Esl/ELL Teachers Survival Guide : Ready-to- use Strategies Tools, And Activities for Teaching English Language Learning of all Levels* (California ; John Willey And Sons, Inc 2012), P. 11

³⁸ Ibid, P. 11

³⁹ Musdizal, Rudi Hartono, *The influence of discovery learning method and video on students' writing skill*, International Journal of Scientific & Technology Research, Vol 9, Issue 01, January 2020. P. 1153

⁴⁰ I Wayan Dasna dan Sutrisno, *Pembelajaran Berbasis Masalah (Problem Based Learning)*, Accessed on September 10th, 2015.

Problem Based Learning is a method of learning where the students learn about the subjects through conceptual problem solving mechanisms. It is open ended in nature, and can be used by a wide number of students at the same time.⁴¹

The statement above that Students learning in Problem Based Learning focuses on a complicated question that does not have a single correct answer. To solve a dilemma, students work in collective groups to determine what they need to understand. They participate in Self-Directed Learning (SDL) and then apply their new knowledge to the problem and focus on what they have learned and the efficacy of the approaches used

2. Goals of Problem Based Learning

Problem based learning curricula provide students with guide experience in learning through solving complex, real-world problems. Problem based learning is design with several important goals. it is design to help students.

- a. Construct an extensive and flexible knowledge base
- b. Develop effective problem-solving skills
- c. Develop self-direct, lifelong learning skills
- d. Become effective collaborators
- e. Become intrinsically motivation to learn.⁴²

Based on the statement above it can make it easier for students to do effective learning so that they can find out students difficulties in learning.

3. Steps of Problem Based Learning

There are five steps of problem based learning :

- a. Orienting the students on issues

⁴¹ Sravani, "Problem-Based Learning (PBL): Advantages and Disadvantages" accessed on July 03,2016.

⁴² Cindy Hmelo-Silver, *Problem Based Learning*, Educational Psychology Review, Vol 16 No3, September 2004. P.239

teachers convey clear learning objectives, set a positive attitude towards learning, and explained to students how their implementation. Furthermore, teachers are doing orientation issues until problems arise or discovered by the students. Based on the problems students are actively involved in solving it, find the concept and principles.

b. Organising students to learn

Learning with PBL models require skills development collaboration among students and help them investigate the problem together, it is helping to plan the investigation and reporting of their duties. Besides the need for study groups. There are a few things to note, that learning is formed varies with the capability, race, ethnicity, and gender in accordance with the objectives to be achieved. If the difference in the group is required, then the teacher can create a group with students deal.

c. Make an exercise and present work

The results that have been obtained must be presented in accordance with the students' understanding. Students independently or group to respond to the work of his friend. Discussion, dialogue, even debate to comment on solving the problems presented. In this case the teacher directs, member views on student responses but not acting as a resource as justification.

d. Help investigate independently or group

Investigations carried out independently, in groups or in a small group that is the core of the model PBL. Although each situation requires a slightly different problem investigation method, most include data gathering process and experimentation, hypotheses, explanations and settlement administration. At this stage the teacher encourages students to collect data and carry

out the actual activities until they truly understand the dimension of the problem situation.

e. Analyze and evaluate the results of problem-solving

The final stage of learning by PBL models include assistance to students analyze and evaluate their own thought processes as the activities and intellectual skills they use in solving problems in achieving results. During this stage, the teacher assigns students recast of the ideas and their activities at every stage of learning.⁴³

From the steps above, there are the main steps of the PBL because these steps are students who are introduced to problems, students can explore what they are doing, examine and try what students know about problems, the students produce solutions that might be able to solve the problem and consider then maintain the consequences of each solution made by students and choose the most appropriate solution.

4. Advantages of Problem Based Learning.

Advantages of problem based learning as follow :

- a. Focusing learning on core information relevant to real scenarios and reducing information overload.
- b. Fostering the development of valuable transferable skills useful throughout lifelong learning. These include leadership, teamwork and communication as well as problem solving.
- c. Facilitating trainees becoming responsible for their own learning. This is an essential skill for medical specialists actively engaged in their own continuing professional development throughout their professional lives.

⁴³ Ikhman,Hasnawati, Monovatra Freddy Rezky,*Effect of Problem based learning models of critical thinkingability students on the early mathematics ability*, Internatonal Journal of Education And Research, Vol 4, No 7 july 2016

- d. Increased motivation of trainees to learn by focusing the learning on 'real-life' scenarios.
- e. Encouraging a deep rather than surface approach to learning by forcing trainees to interact with information on multiple levels and to a greater depth than traditional teaching approaches.
- f. Using a constructional approach to learning whereby trainees construct new learning around their existing understanding.⁴⁴

5. Disadvantages of Problem Based Learning.

- a. Potentially Poorer Performance on Tests.

Devoting too much time to problem-based learning can cause issues when students take standardized tests, as they may not have the breadth of knowledge needed to achieve high scores. Whereas problem-based learners develop skills related to collaboration and justifying their reasoning, many tests reward fact-based learning with multiple choice and short answer questions.

- b. Student Unpreparedness

Problem-based learning exercises can engage many of your kids, but others may feel disengaged as a result of not being ready to handle this type of exercise for a number of reasons.

- c. Teacher Unpreparedness

If supervising a problem-based learning activity is a new experience, you may have to prepare to adjust some teaching habits.

⁴⁴ R. W. Jones, *Problem-based Learning: Description, Advantages, Disadvantages, Scenarios and Facilitation*, Australian and New Zealand College of Anaesthetists, Melbourne, Victoria, Australia, , Vol. 34, No. 4, August 2006. P.486

d. Time-Consuming Assessment

If you choose to give marks, assessing a student's performance throughout a problem-based learning exercise demands constant monitoring and note-taking.

You must take factors into account such as:

- 1) Completed tasks
- 2) The quality of those tasks
- 3) The group's overall work and solution
- 4) Communication among team members
- 5) Anything you outlined on the activity's rubric

e. Varying Degrees of Relevancy and Applicability

It can be difficult to identify a tangible problem that students can solve with content they're studying and skills they're mastering.⁴⁵

F. Relevance Studies

1. Regarding to the relevance studies, by Andrian Mochamad Pratama his study used descriptive qualitative research method with research instruments field note and student's writing result. This result is purposed to describe: the implementation of problem based learning in teaching writing hortatory exposition text and the students writing hortatory exposition text towards the implementation of problem based learning method. The subject that used are the english teacher and the student eleventh graders in SMA Muhammadiyah 10 surabaya, The result of the study shows problem based learning can makes the student actively involved in the learning activity. But unfortunately, the teacher as guide did not succeed in raising problems in the students work. In students writing result there were no group

⁴⁵ Marcus Guido, "5 Advantages and Disadvantages of Problem-Based Learning [+Activity Design Steps]" accessed on December 14, 2016.

calcsilicates in the poor and very poor. Problem based learning models can be implemented in teaching hortatory exposition writing. Problem based learning as a learning model could motivate the students involved in the learning process and could encourage and engage the students to write.⁴⁶

2. The second relevance studies by M. Ali Ghuftron, his study was aimed at evaluating the strengths and weaknesses of cooperative learning and problem-based learning in EFL writing classes. This study employed a case study method. The respondents of the research were 2 EFL writing teachers and 60 students who took EFL writing course in English Education Department of a private university in East Java, Indonesia. The respondents were chosen based on purposive sampling technique. The data was gained through questionnaires, indepth interview, and observation. After Analyzing the data descriptively, the results show that raising student' self-confidence and motivation, reducing students' nervousness, raising students' responsibility in learning, and making the students easier to learn are the strengths of Cooperative Learning (CL). On the other hand, the weaknesses of CL are that it needs much more time to implement, it needs active participation from both teachers and students, it is difficult to manage, and it needs more preparation. While in Problem-based Learning (PBL), problem solving skills, self-directed learning skills, reducing students' nervousness, raising student' self-confidence and motivation, raising students' responsibility in learning, easily sharing and exchanging ideas among students, making the students more active in learning, making the students explore many learning sources to solve the problems, and

⁴⁶ Andrian Mochammad Pratama, *Problem Based Learning in Teaching Writing Hortatory Text To Eleventh Graders*, Retain, Vol,6, No.1, 2018,112-121.

making the students have positive attitude to learning were classified into the strengths of PBL.⁴⁷

3. The Third relevance studies by Siti Pitrianti, her study used is quasi experimental method of design pretestposttest control group design. The population of this research is eighth-grade in one of the secondary schools in Indonesia. The data were obtained using four kinds of data collection methods, namely interview, test, observation, and questionnaire. The results showed a significant difference between the students 'writing ability in the experimental class with the ability to write the students' discussion text in the control class. The implication of the implementation of this PBL model is that students in the experimental class can (1) build motivation and confidence when writing; (2) able to pour his ideas in writing systematically, ranging from defining problems, finding and processing information relating to the problem and then provide solutions to the problems at hand; (3) able to develop social skills through: sensitivity to solve problems, work in teams to exchange ideas, and correlate writing with friends; and (4) write in correct and communicative Indonesian Language.⁴⁸

G. Frame of Thinking

Based on the theories explained above, writing is one skill in English that students must learn. Writing is an activity to write where the students can express their ideas or feelings. However, there are still many students who find it difficult in writing, because they are afraid of the wrong word. Therefore, the students should more learn by practice. Analytical

⁴⁷ Ali Ghufon Mukti, Siti Ermawati, *The Strengths And Weakness of Cooperative Learning And Problem Based Learning In EFL Writing Class : Teacher And Student's Perspective*, International of journal of instruction e-ISSN:1308-1470, www.e.iji.net, Vol.11, October 2018.

⁴⁸ Pitrianti Siti, *The Implementation of Problem Based Learning in Writing Discussion Text on Indonesia Language Learning*, IJAEDU- International E-Journal of Advances in Education, Vo:. III, Issue 9, Desember 2017

exposition text is a type of text that elaborates on the researcher idea about the phenomenon surrounding to persuade the reader or listener that something is important to analyze.

In the process of teaching and learning, writing is not easy, the role of the teacher very important, especially for students. The teachers should be able to find and use appropriate, fun, and effective method in the learning process of writing, because it can make the students active, more creative and confident in English especially in analytical exposition text writing ability. There are many type of ways method can use in the teaching and learning process of writing. One of the method is Problem based learning.

This one good method to make the students active, creative, and easy to develop their ideas in writing. Problem-based learning method is the method that enables the students to write especially in analytical exposition text. because problem-based learning makes the students know thesis, argument, and reiteration in a analytical exposition text.

From the description above it can be concluded that writing activities in class through the problem-based learning method can make students more creative in their writing skills because problem based-learning can not only write but also help students analyze and think critically in solving a problem in the text, especially for analytical exposition text writing.

H. Hypothesis

Based on the frame of thinking above, the researcher formulates the hypotheses as follows :

Ho = There is no significant influence of using problem based learning towards students writing ability on analytical exposition text at the eleventh grade of SMAN 8 Bandar Lampung in the academic year of 2020/2021.

Ha = There is a significant influence of using problem based learning towards students writing ability on analytical exposition

text at the eleventh grade of SMAN 8 Bandar Lampung in the academic year of 2020/2021



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